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ABSTRACT

An inventory to identify the actions, attitudes, and goals that a school staff feels are important in helping the school population become globally oriented is presented. Teachers rate their feelings about statements relevant to global education on a scale of positive/neutral/negative. Section I includes statements on adult actions, attitudes, and goals. Some statements are: at the classroom and building level, teachers and students have the opportunity to interact with people of various cultural and global points of view; adults find it comfortable to examine their own school system or community; adults consider a variety of options before making decisions; and adults monitor the natural tendency to become defensive when others disagree with them. Other statements concern knowledge of social and political facts of countries, adult influence on student behavior, and access to materials. Section II comprises statements on student actions, attitudes, and goals. These statements include: students understand the cultures of influencing their classmates; students understand how they have been shaped by their own culture; students should understand the ways that nations of the world are interdependently linked; and students plan strategies and implement change. Other statements address student understanding of forces that can cause social, political, economic, and technological change, of group work, and of options and consequences involved in decision making. Section III provides space for teachers to add their own statements and outlines possible steps for achieving global awareness in the school community. (KC)

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February 12, 1979

# INVENTORY OF TEACHER RECOMMENDATIONS

AN INVENTORY TO IDENTIFY ACTIONS, ATTITUDES, AND GOALS A SCHOOL STAFF FEELS ARE IMPORTANT IN HELPING THE SCHOOL POPULATION BECOME INCREASINGLY GLOBALLY ORIENTED.

By

Jon Rye Kinghorn

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SP 011 808

YOUR SCHOOL'S GLOBAL EDUCATION PROGRAM SHOULD

BE THE BEST POSSIBLE...

WHAT WOULD YOU RECOMMEND?

This inventory lists a series of actions, attitudes, and goals your school may wish to consider as you seek ways to help your school population become increasingly globally oriented.

THIS INVENTORY IS INTENDED TO HELP A STAFF TO CLARIFY WHAT GLOBAL EDUCATION IS ALL ABOUT BY SURVEYING YOUR FEELINGS ABOUT THE IMPORTANCE OF THE STATEMENTS RELEVANT TO THIS CONCEPT.

Put an "X" anywhere along the line that best describes your feelings about each statement.

This list of actions, attitudes, and goals is not exhaustive, however it represents the combined perspectives of representatives of several organizations with considerable interest and experience in global education. The omission of an action, attitude, or goal is just that, an omission, not necessarily a judgment. Space is provided to add statements you feel important.

ADULTS REFER TO ALL ADULTS IN THE SCHOOL COMMUNITY, i.e., SCHOOL BOARD MEMBERS, CENTRAL OFFICE STAFF, PRINCIPALS, TEACHERS AND PARENTS.

One additional consideration. No single teacher nor individual adult can provide all experiences for students. The goal is to have a supportive staff so that during the course of a two to three year experience students will have an opportunity to increase their global perspective.

HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING ACTIONS, ATTITUDES, OR GOALS FOR HELPING THE SCHOOL POPULATION BECOME INCREASINGLY GLOBALLY ORIENTED?

| POSITIVE | NEUTRAL | NEGATIVE |
|---|---|---|
| I feel this is important. It's a good idea. I hope our school community makes a commitment to this. | I would go along with whatever our school community might decide to do on this but have no feelings one way or the other. | I feel this would do more harm than good. I hope our school doesn't make a commitment to this--ever! |

SECTION I. ADULT ACTIONS, ATTITUDES, GOALS

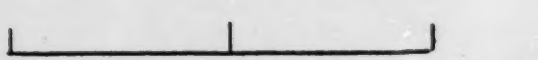
POSITIVE NEUTRAL NEGATIVE

1. When issues or problems are discussed in any subject there will be an effort to understand how the issues or problems are manifested in terms of worldwide implications.

2. When issues or problems are discussed an effort will be made to understand how other cultures would define the same issue or problem. (For example. "poverty" or "progress" would be defined differently in different cultures.

3. At the building level adults and students would have access to a range of materials that describe various cultural or global points of view.

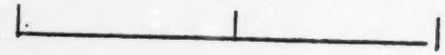
4. At the classroom and building level teachers and students have the opportunity of coming in contact with and interacting with people having various cultural and global points of view.



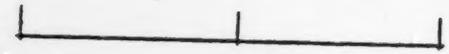
| | POSITIVE | NEUTRAL | NEGATIVE |
|---|---|---|---|
| 5. Teachers and students have the opportunity to have experiences in cultures different from their own. | | | |
| 6. Adults in the school community are aware of the natural tendency to judge something bad simply because it is different. | | | |
| 7. Adults find it is okay or comfortable to look at or examine their own school system or community. | | | |
| 8. Adults recognize that self-interest exists and the expression self-interest varies with individuals and with situations. | | | |
| 9. Adults come to global awareness with a variety of views and are accepting of different levels or degrees of commitment than their own. | | | |
| 10. Adults consider a variety of options before making a decision. | | | |
| 11. When taking action an adult tries to anticipate what consequences such actions might have on the lives of others. | | | |
| 12. Adults encourage the understanding of multiple identities and roles and recognize that everyone has loyalties to a variety of groups. | | | |
| 13. Teachers see that the global impact of issues and decisions are examined in class discussion. | | | |
| 14. Teachers provide learning experiences so that through self-discovery and awareness students understand they are participants in a global society as well as the citizens of the country, state, and community. | | | |
| 15. Adults treat others in ways that facilitate cross-cultural communications. | | | |
| 16. Adults monitor the natural tendency to become defensive when others disagree with them. | | | |

POSITIVE NEUTRAL NEGATIVE

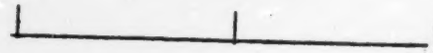
17. Adults give students a variety of experiences in decision-making--ranging from a rational or scientific approach to a subjective, intuitive approach.



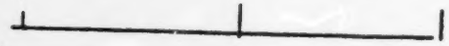
18. Adults model and help students understand how they might participate on issues that concern them. (Example: They might not only seek out television they want to watch, but they might actually want to work toward changing programming.)



19. Adults in the school help students seek out new information about the interconnection of things and help them seek out different viewpoints.

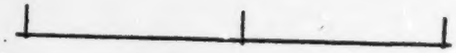


20. Adults know basic social and political facts of various countries of the world.

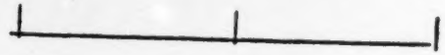


SECTION II. STUDENT ACTIONS, ATTITUDES, GOALS

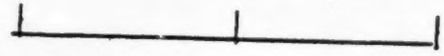
21. Students develop skills to identify and understand beliefs, values, and cultures which differ from their own.



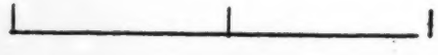
22. Students understand the cultures influencing their classmates. (Example: Students can cite instances of how their classmates' behavior is influenced by their own culture.



23. Students understand how they have been shaped by their own culture. (Example: Students can cite examples of how their own behavior is influenced by their culture.)



24. Students recognize that others have a basis for their different but valid perspectives because they may live in different situations, practice different roles, have access to different resources. (Example: Students frequently talk about, "How might others view it and why might others have a different point of view.")

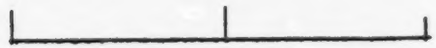


POSITIVE NEUTRAL NEGATIVE

25. Students strive to know alternative viewpoints in order to expand their repertoire of choices. (Example: When issues or questions are examined in your subject students ask about alternate hypotheses or explanations.)

26. Students understand what a system is and how it operates. (Example: When problems, events, or concepts are discussed students can identify interrelated elements and how they are connected.)

27. Students experience the insight that can be gained when they view the world as being composed of several distinct, but interrelated systems--i.e., economic, political, cultural, and ecological.

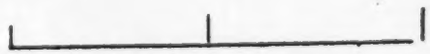


28. Students understand that many types of organizations such as churches, multinational corporations, national governments, cities, and states are directly involved in global issues. (Example: Students can identify international organizations in their community and the roles they play in international affairs.)

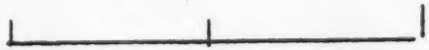
29. Students realize that individuals, groups, and countries set examples that others may follow. (Example: Students can give examples of values or technology we have adopted from other parts of the world and others have adopted from the United States.)

30. Students identify the international involvement of themselves, their school, and community. (Example: Students can give examples of international contacts in the community.

31. Students should understand the many ways the United States and other nations of the world are interdependently linked. (Example: Within your content area students can identify and give examples of interdependence.



32. Students should understand that different lifestyles have different effects on the environment. (Example: Students recognize that creating a healthier environment can require difficult decisions and suggest ways of measuring the possible positive and negative consequences of such decisions or actions.)



POSITIVE NEUTRAL NEGATIVE

33. Students identify the ways their own activities affect the environment. (Example: Students can identify behaviors that have a positive or negative influence on the environment.)

34. Students understand the ways activities of other people affect their personal lives. (Example: Petroleum availability is related to automobile legislation.)

35. Students understand that personal and collective decisions made by Americans have consequences for people elsewhere in the world. (Example: Students in your content area can describe how the actions and decisions of various groups in the United States influence employment opportunities of other people in the world.)

36. Students understand that personal and collective decisions made by people from other countries have consequences for people in the United States. (Example: Students can cite instances of how political decisions by some nations to become increasingly less dependent on the United States influences social events and economic decisions.)

37. Students understand that actions often lead to unanticipated consequences that ramify over time. (Example: The use of DDT on the environment or aid that leads to dependency.)

38. Students reflect on the possible consequences, for themselves and others, of different world views on issues such as unequal distribution of the world's wealth, population change, poverty, the arms race, and human rights.

39. Students increase understanding of self.

40. Students identify how their own needs, behaviors, and concerns are common to the needs of humanity in general. (Example: Students can give examples of how the humanness of all people or lack of it is shown in their textbooks or give illustrations of how humans are alike.)

41. Students value working cooperatively to solve complex problems. (Example: Students identify the problems they face and those faced by the nation and the world that require cooperative action.)

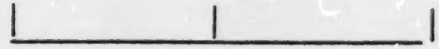
POSITIVE NEUTRAL NEGATIVE

42. Students learn how to examine a variety of options and consider the consequences of decisions or actions before making a decision. (Example: Students look to people everywhere in the world for wisdom and skills.)

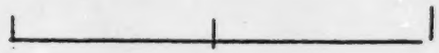
43. Students learn to intellectually and emotionally tolerate ambiguities. (Example: Students identify decisions they will need to make over the next several years and cite those that cannot be answered by a simple yes or no or those that have several possible solutions.)

44. Students identify and understand the forces that can enhance or inhibit effective group work.

45. Students apply the appropriate skill to help improve working relationships and the effectiveness of their group.

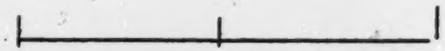


46. Students have experiences in cross-societal and cross-cultural communications. (Example: These experiences may be within the community, nation, or world.

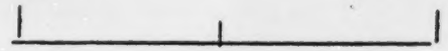


47. Students plan strategies and implement change. (Example: Students identify a personal behavior and a social situation then develop and implement a plan to change it. The social situation might be a home or classroom environment.)

48. Students understand that different people with different values may have different attitudes about change. (Example: Students discuss how they might even want to change some of their own views.)



49. Students understand that the decision to make changes should be made carefully and that change for the sake of change is not inherently good.



50. Students can give examples and understand the kinds of forces that can cause social, political, economic, technological, and environmental changes. (Example: The creation of OPEC was a political change that had an economic effect.)

| | POSITIVE | NEUTRAL | NEGATIVE |
|---|---|---|---|
| 51. Students acquire and use information about world issues. They have experiences in judging the credibility of information. (Example: Students practice finding the most reliable information on a topic and practice detecting the hidden assumptions in the information.) | | | |
| 52. Students can make systematic comparisons, create and test hypotheses, categorize, and classify. | | | |
| 53. Students analyze the judgments and predictions of others for underlying assumptions. | | | |
| 54. Students identify choices and alternative actions in managing diversity, change, conflict, and resources. | | | |
| 55. Students gain knowledge of content about prevailing world conditions. (Example: Students in all their classes have opportunities to seek to understand the way things really work in this interconnected world. They consider conditions and issues such as unequal standards of living among nations, population trends, and food and hunger problems. | | | |
| 56. Students perceive that the supply of many of the world's most critical natural resources is finite. | | | |
| 57. Students perceive that one's culture partly determines what is considered a resource. | | | |
| 58. Students develop an ability to analyze present world conditions and emerging trends for their effect on themselves and their community. | | | |
| 59. Students develop an ability to estimate the effects of present world conditions and emerging trends on other people and their probable reactions to these changes. | | | |
| 60. Students identify values they would like to see reflected in future world systems. (Example: Students create scenarios for alternative futures.) | | | |

SECTION III. ADDITIONAL STATEMENTS I FEEL SHOULD BE CONSIDERED

| | POSITIVE | NEUTRAL | NEGATIVE |
|---|---|---|---|
| 61. | | | |
| 62. | | | |
| 63. | | | |
| 64. | | | |
| 65. | | | |
| 66. | | | |
| 67. | | | |
| 68. | | | |
| 69. | | | |
| 70. | | | |

SOME POSSIBLE NEXT STEPS:

- Form a task group to examine the compatibility of your school's goals to global education concepts.
- Examine the relationship of global education to your various subject matter areas.
- Develop an example of how each would be implemented in your school or classroom.
- Have each department share the specific ways staff members are already dealing with the actions, attitudes, and goals expressed in the inventory.
- Have each staff member make individual responses to the inventory items in classroom contacts with students.
- Have each department decide on the response they will make to the global education concepts.
- Develop examples to illustrate what the statements mean.
- Appoint a task force to investigate possible next steps and suggested alternatives to bring back to the total staff for discussion, critique, or adoption.
- Identify the high priority items among staff and compare what the staff values to what is actually practiced.

MY NEXT STEPS WILL BE:

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